

Agenda Item 2e

Consideration of Year 7 (2002-03) Performance Funding Issues: Measure and Standards for Indicator 7A, Graduation Rates, "Success Rate" for Regional Campuses and Technical Colleges

Staff Explanation: In Year 6, 2001-02, the Commission adopted a change to the measure of Indicator 7A applicable to the two-year institutions. (See April 5, 2001, and July 12, 2001, CHE meeting materials.) The revision changed the measure from "graduation within 150% of time" to a success rate measuring the percent of those either graduating within 150% of time, transferring-out within 150% of time or continue to be enrolled as defined in the attached materials. During Year 6 as measurement details were considered and baseline data collected the measure of graduation rate used in past years was continued. However, this year, the revised measure is to be considered and used in the scoring process. Measurement details and recommended standards are presented in the attached materials for consideration so that the new measure may be implemented this performance year, Year 7 (2002-03.)

Since the approval of the new 7A for regional campuses and technical college, staff has worked with representatives in both sectors to clarify definitional issues. One issue of primary concern was the consideration of reporting on transfer-out students. Currently, data on transfer-out students is not required of institutions on federal reporting forms. For the NCES IPEDS Graduation Rate Survey, these data have been optional. Consequently, not all of South Carolina's two-year institutions have the ability to report complete data on transfers. Through the Commission's Management Information System (CHEMIS) data on in-state transfers can be determining from those public and private institutions that have reported the necessary data. Because the transfer-out data are not required nationally, staff has worked with both sectors to come to a determination as to the consideration of transfer data until institutions are required to report it nationally or all institutions have the ability to determine complete transfer data. Details worked out related to the treatment of transfers are found on pages 3 and 4. Staff anticipates re-consideration of this issue prior to data considerations in Year 8 (2003-04.)

On page 5 are staff's recommended standards for consideration. The standards were developed in conjunction with sector representatives based on considering for each sector, data available from the CHEMIS system for the 1996, 1997, and 1998 cohorts. Staff recommends for a score of "Achieves" or "2," a standard of 50.0% to 65.0% for Regional Campuses and a standard of 30.0% to 45.0% for Technical Colleges. For both sectors, performance above the high end of the range would earn a score of "3," whereas, performance below the low end would earn a score of 1. In order to recognize improvement, an improvement factor of 3% is recommended. Institutions performing in the year being considered at least 3% higher than their past three-year average will be eligible for an additional 0.5 points added to their score for those scoring either a 1 or 2. Staff plans to use the data collected and reviewed for determining the standards as historical data.

Recommendation: Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission the measure for Indicator 7A for the Technical Colleges and Regional Campuses as presented herein along with standards for "Achieves" of 30.0% to 45.0% for Technical Colleges and 50.0% to 65.0% for Regional Campuses and an improvement factor of 3% for both sectors.

(7) GRADUATES' ACHIEVEMENTS
(7A) GRADUATION RATES

7A for Regional Campuses and Technical Colleges: Success Rate defined using First-time, full-time degree-seeking student graduation rate for graduation within 150% of program time with allowance also for transfers-out and continued enrollment.

MEASURE

"Success Rate" defined as the "GRS Rate Plus" which will be the determination for the first-time, full-time degree-seeking student Graduation Rate Survey (GRS) cohort as defined for 2-year institutions, the percentage of those graduating within 150% of normal program time or those who as of 150% of program time have transferred to another institution or those who have continued to be enrolled either full- or part-time.

Adopted at the July 12, 2001, CHE Meeting: *Until this indicator can be fully implemented, 7A as applicable to 4-yr institutions will apply and be scored using standards defined for regional campuses and technical colleges in Year 5. For Year 6, the Commission approved scoring this indicator for 2-year institutions based on Year 5 requirements with the expectation that the revised indicator will begin to be scored in Year 7.*

(Staff Note: Definitions are to be consistent with NCES IPEDS Graduation Rate Survey methodology and requirements as applicable.)

APPLICABILITY

Regional Campuses Sector and Technical Colleges Sector.

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution for the annual IPEDS Graduation Rate Survey (GRS) and from CHEMIS data, supplemented, if applicable, by institutional reports. If possible, all data collected should become a part of CHEMIS data reporting requirements.
Timeframe:	"Success Rate" of students is to be calculated based on cohorts as defined for IPEDS GRS reporting. Assessment is based on the cohort reported on the most recent survey report, i.e., survey submitted in the spring semester in which the ratings process is conducted. For Year 7, 2-year institutions are assessed based on the 1999 cohort reported on the 2003 GRS Survey.
Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to 1 decimal.

Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.
Improvement Factor:	>= 3% of past 3-year performance average.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

Guidelines for calculating GRS Data for Two-Year Institutions from CHEMIS and additional information for Performance Funding. (*Applicable Definitions appear following these guidelines.*)

- 1) Define the cohort of students, first-time, full-time, degree-seeking (Diploma/Certificate/Associates)
- 2) Arrive at the 150% for degrees awarded as is being currently done—did the student receive an associate degree within three years or did the student receive a certificate/diploma within one and a half years? The highest degree attained by the student within the 150% time frame is counted.
- *3) If the student isn't counted in 2), did the student transfer to another institution within the three year time frame? The official transfer file as reported through CHEMIS is used. (The National Clearinghouse gives a date for data that is defined as the start date of the academic term in which the student first enrolled after the last date of attendance at an institution. If the Clearinghouse data are used for transfer information, the student should be reported as enrolled at another institution prior to August 1 for the summer cutoff period). **(See additional notes below regarding the calculation of "transfer-out" students as it will be applied for this measure.)**
- *4) Additionally, for Performance Funding, if the student isn't counted in 3), was the student retained at the same institution in the Fall after the 3 year period?

*To further define 3) and 4), let's use an example:

Let's say we're looking at students in the Fall 1998 cohort

For 3), if a student didn't fall under the 150% guidelines, did the student transfer to another institution from Fall 1998 through Summer 2001?

For 4), using the same time frame, if the student didn't get counted in 2) or 3), was that student still at the same institution in Fall 2001?

Consideration of and Reporting on Transfer-Out Students by Technical Colleges and Regional Campuses - For the first year of measurement, Year 7 (2002-03), data for all institutions will be calculated based on available CHEMIS information that can be used in determining in-state transfers. That is, the measure will be computed as described for performance funding purposes, but using for transfers within 150% of time those in-state transfers for which information is available on CHEMIS. Consideration will be given to complete information on transfers (in- and out-of-state) under the following circumstances: 1) For institutions that collect and report transfer data on the federal IPEDS GRS form, the information on transfers will be considered and used if it impacts an institution's score and 2) For those two-year institutions that report, "No," to the GRS

screening question related to transfers, staff will consider data provided by institutions in the scoring process only if it is collected and reported in a manner that meets the GRS requirements for determining transfers. In both cases, if it is determined that the performance is impacted, the transfer number reported on the GRS or provided by the institution will be substituted for the CHEMIS number and the data will be footnoted accordingly. Such supplemental transfer data will not be considered for those institutions that report to the GRS screening question related to transfers that they have transfers but do not have data.

The issues related to determining transfers for purposes of this measure will be re-considered prior to Year 8 (2004-05) in light of any additional GRS requirements or issues arising with the collection and scoring of Year 7 data.

General Definitions:

This measure is intended to follow as closely as possible NCES requirements for reporting GRS data. It represents an expansion of the GRS 150% rate by including consideration of transfer-out students and continued enrollment. The following definitions apply and are presented here for guidance. For complete information related to GRS requirements, the reader is referred to the NCES website for details (www.nces.ed.gov)

Graduation rate from 1998 onward is the same rate reported in the Graduate Record Survey (GRS) for the Student Right to Know Legislation. The GRS graduation rate includes full-time, first-time degree/certificate/diploma-seeking students and is calculated based on those completing their program within 150% of normal time. This rate is reported in fulfillment of annual IPEDS requirements.

For measurement details related to cohort development, the reader is referred to the IPEDS Graduation Rate Survey for 2-year institutions. The survey and applicable definitions may be accessed through the NCES IPEDS website at: <http://nces.ed.gov/ipeds> and selecting the option for survey forms. (The Graduation Rate calculation is found on page 1 of the Worksheet.)

Normal program time refers to the time stated in the institution's catalogue to obtain a degree. Generally two years for a two-year institution and four years for a baccalaureate degree. (Note: As indicated in the guidelines above, for purposes of calculating the GRS rates, associate degrees are considered two-year programs and certificate/diploma programs are considered one-year programs.)

150% of normal program time refers to three years for a two-year degree and six years for an undergraduate (four-year) degree, for example.

First-time, full-time students include undergraduate students only for this indicator.

First-time refers to a student's first time at any college.

Full-time refers to at least 12 credit hours enrollment for an undergraduate student.

Defining a Transfer-Out Student: Defined by GRS reporting requirements as "A student

that leaves the reporting institution and enrolls at another institution. For this survey, GRS, certification of transfer must be documented and transfer must occur within 150% of normal time to completion of the student's program." For additional information on "transfer-out" definitions including "transfer verification" or acceptable documentation for transfer-out reporting, see the applicable GRS instructions and definitions for the year of the report. (See also additional details on transfers-out as applicable for this measure that are provided above.)

Continued Enrollment: Encompasses students who have continued to be enrolled, either on a full- or part-time basis at the institution consistent with IPEDS definitions for reporting continued education. GRS definitions identify "non-completers still enrolled" as "A student from a given cohort who has not completed a program and is still enrolled at the institution as of Oct 15 or the institutions official fall reporting date (following the August 31 status date.)" For the fall 1999 cohort, 'still enrolled' would include those from the original cohort enrolled on the fall enrollment reporting date October 2002. *(Staff Note: The intention is to remain consistent with IPEDS GRS definitions for determining "continued enrollment." Currently continued enrollment data is not required on the GRS. However, should NCES re-instate the reporting of this information on future surveys, reporting used in performance funding would be consistent with GRS requirements provided the above definition for continued enrollment remains in effect.)*

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2002 TO BE IN EFFECT FOR PERFORMANCE YEARS 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Regional	50.0% to 65.0%	Standards developed based on a review of available information for CHEMIS for the 1996, 1997, and 1998 cohorts for SC's Regional Campuses.
Technical	30.0% to 45.0%	Standards developed based on a review of available information for CHEMIS for the 1996, 1997, and 1998 cohorts for SC's Technical Colleges.

***If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.**

Improvement Factor: 3%

If an institution scores a 1 or 2, performance is assessed for improvement to determine whether an additional 0.5 is to be awarded to the score for this indicator. To earn the 0.5:

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (3% of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

- 1.) Effective in Year 7, 2002-03, the revised measure as adopted in Year 6 for the 2-year institutions will be implemented and scored. Final measurement details and standards were considered by the Planning and Assessment Committee at its September 5, 2002, meeting, and the Committee's recommendations were considered by the full Commission on that same day.
- 2.) In Year 6, 2001-02, the Commission adopted a change to the measure for this indicator for 2-year institutions (see July 12, 2001, CHE meeting). The revision changed the measure from "graduation within 150% of time" to a success rate measuring the percent of those either graduating within 150% of time, transferring-out within 150% of time or continued to be enrolled. For one year (Year 6) as measurement details are worked out and baseline data collected, the indicator is to be scored based on the definition and standards applicable for 7A1a in Year 5. It is expected that in subsequent years, performance will be assessed and scored per the revised definition.
- 3.) In Year 5, 2000-01, part 7A1a was continued with parts 7A1b and 7A1c deferred. Additionally, part 7A2, which was implemented in Year 4, was deferred from measurement in Year 5. The Commission also adopted common standards for institutions within sectors for assessment of performance results. In past years, performance results were assessed relative to individual institutionally defined targets or benchmarks.
- 4.) In Year 4, 1999-2000, this indicator's definition was revised. In addition to the 150% graduation rate assessed as part of Year 3 and prior measurement, a separate part, 7A2, which assessed "graduation rate minus developmental students," was added and applied only to the Technical College Sector. The added measurement subpart for technical colleges (7A2) was piloted and scored in Year 4. Due to measurement concerns with the subpart, it was discontinued in Year 5 as reflected in note 3 above.